

# THE CORRELATION BETWEEN SPEAKING HABIT AND SPEAKING ACCURACY IN SECOND SEMESTER OF ENGLISH DEPARTMENT STUDENT OF UNISMA

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**Abstract:** English is the most commonly spoken language in the world and has become an important feature in all fields. Therefore, many individuals in daily life want to understand and use it. There are many ways that you can practice speaking English, such as making a habit of speaking. The objective of this study was to know whether there is correlation between speaking habit and speaking accuracy in second semester of English department student of UNISMA in the academic year 2019/2020. Correlation design is the design of this study with the population consisted of 30 students of second semester of English department student taken randomly. The instruments to collect the data were questionnaire and test. Questionnaire is used to collect the speaking habit data while the test is used to collect the speaking accuracy data. Person Product Moment formula is used by the researcher to find the coefficient correlation of the variables. The result of the study showed that there is no significant correlation between speaking habit and speaking accuracy. The data express that t-value of correlation between speaking habit and speaking accuracy is 0.295 higher than 0.05. It can be concluded that there is no correlation between speaking habit and speaking accuracy in second semester of English department student of UNISMA in the academic year 2019/2020.

**Keywords:** correlation, speaking habit and speaking accuracy

## INTRODUCTION

Language is the main thing to do communication. As social beings, humans definitely need communication every day. The value of English cannot be denied and ignored in today's global environment, since English is the largest widely spoken popular language. English has been playing the main part in several sectors, for example in education, technology and in the field of work. English in Indonesian education also takes place at different levels of education,

starting from kindergarten, primary school, junior high school, senior high school and college. According to K and Alamelu (2020) say that English is the only language which serves as a link language uniting people at the global level (p. 1053). By using good and correct language will have an impact on good communicated. Mastery of English is one of the principles to speak in English. It means that learning language is the key for communication. Communication itself aims to convey information, messages, exchange opinions and express expressions. Speaking is a part of everyday life where language is a tool. It would be simpler for someone to understand the intended intent by using the correct and acceptable language. It is not easy to be able to speak English, verbal skills are required to communicate English to meet the desired target effectively, and regular preparation is often required as a way to achieve these targets.

There are many ways that can be done to help in learning English, especially in speaking skills. One way is to practice speaking English in everyday life and making it a habit is an effective way to do. Latif (2017) informs that some time everyday rituals such as practice that become a habit may also affect the skill of the students (p. 2). Start gradually and repeat in practice speaking day by day, week by week so that it will be formed and recorded from activities that have been carried out continuously. It is often carried out continuously will automatically and unconsciously repeat itself in the future, because of the memory of these activities that have been carried out in previous days. In addition a habit, Neal, Wood, Quinn (2006) find that habits are responses that are automatically triggered by background signals that co-occurred with past success responses (p. 198). In other words Lally, Jaarsvled, Potts and Wardle (2009) say the behavior then tends to continue more effectively when the behavior is replicated in a consistent environment (p. 1). Verplanken and Orbell (2003) find there are three indicators of habit: a repetition history, automaticity, and expressing identity. There are several factors that can affect students' speaking performance including: linguistic factors and affective factors. These two factors greatly influence speaking performance.

Theoretically, the students who learn English should have some basics in mastering language, Bhattacharya (2017) say about several characteristics such as pronunciation, grammar and vocabulary include linguistic variables (p. 31). Everything of that can be realized as long as there is sufficient support for the students. Putra, Ratmanida, and Nairus (2018) find that motivation is really crucial for language learning, because it will have an impact on learners (p. 304). By mastering some of the basics, it will optimize students in achieving their goals. One of the goals of students in learning English is to be able to speak English. But the fact is that someone who can speak fluent English is not sure that they can speak accurately. Speaking fluently is not enough but being able to speak accurately will be more supportive in the delivery of the intended goals.

According to Toni, Hassaskhah, Birjandi (2017) agree that the emphasis on accuracy accounts for the development of correct language examples (p. 186). Accuracy depends on using grammar, vocabulary, and other abilities correctly. Derakhshan, Khalili & Beheshti (2016) say that the categories of accuracy are using vocabulary, grammar and pronunciation by certain practices (p. 178). In addition Brown (2001 as cited in Ahangari & Barghi, 2012) indicates about accuracy means being clear, articulate, grammatical and phonologically correct while connotations of fluency are flowing and normal (p. 6). According to Thornbury (2005 as cited in Leong and Ahmadi, 2017) tells the proper use of grammatical structures by learners includes the duration and sophistication of utterances and well-structured clauses (p. 36). And Leong and Ahmadi (2017) say to achieve accuracy in vocabulary requires choosing the right words within the applicable context (p.36). By mastering these elements, which can help to speak English correctly.

There are some early researchers conducted studies related to the speaking habit and speaking accuracy. The first study conducted by Latif (2017) with the title is *a correlation study between the habit of using English in daily life and speaking skill of the first grade students of MAPK MAN 1 Surakarta in academic year of 2016/2017*. Latif aimed his study to measure whether the habit of using English in everyday life has any effect on the ability to speak skills and is there

any significant correlation between the habit of using English in everyday life and speaking skill of the first grade students MAPK MAN 1 Surakarta in academic year 2016/2017. The result of his study there is positive and significant correlation between the habits of students using English against their speaking skills in everyday life.

The second study was conducted by Khaghaninejad (2016) with the title is *focusing on the relationship between speaking fluency/accuracy of EFL learners of both genders and their listening comprehension*. Khaghaninejad aimed his study at investigating the role of gender in oral accuracy and fluency of Iranian intermediate learners. It also sought to investigate which one speaking fluency or precision had a more significant relationship with the listening comprehension of the participants. Finally, Statistical empirical findings revealed that female participants outperformed male participants in terms of fluency while male participants performed better in terms of speech accuracy. It was also revealed that male speaking accuracy was more impacted and female participants were more impacted by speaking fluency. In addition, it was found that there was a clear association between listening comprehension of female participants and fluency scores although this association occurred with speaking accuracy for the male participants.

Another previous study conducted by Yousefi and Kasaian (2014) Islamic Azad University, Sari Branch, Iran with the title is *relationship between willingness to communicate and Iranian EFL learner's speaking fluency and accuracy*. Yousefi and Kasaian aimed they study to find out that besides various components that might relate to speaking fluency and accuracy, the willingness of learners to communicate can play a leading role in the process of producing fluent and precise speech. The outcome of the present research showed a positive significant relationship between learners ' ability to communicate and fluency and accuracy of expression. The outcome of this study supported the hypothesis already stated.

In this case, the current researcher found some similarities with the research to be carried out, namely regarding speaking habit and speaking

accuracy. However, the researcher wanted to investigate the correlation between speaking habit and speaking accuracy which had not been found in previous studies. Those studies did not investigate correlation between speaking habit and speaking accuracy. Those previous study has been becoming the knowledge for the researcher to investigate this study. In order to construct a new field of research, this study present a project about the correlation between speaking habit and speaking accuracy in second semester of English department student of UNISMA.

Based on the background of the study, the question of the study can be formulated as follow “Is there any correlation between students speaking habit and speaking accuracy in second semester of English department students of UNISMA?”

The researcher has formulated a hypothesis that there is a significant correlation between speaking habit and speaking accuracy in second semester of English department students of UNISMA. This study aims to find the correlation between student speaking habit and speaking accuracy in second semester of English department students of UNISMA.

## **METHODOLOGY**

The research used a quantitative approach in the form of a correlation research design. In this study, there are two variables that researcher highlights, predictor (independent) variable and dependent variable. Independent (predictor) variable is speaking habit (X) and dependent variable is speaking accuracy (Y). The Population of this study is the second semester of English department students of UNISMA at academic year 2020/2021. In this study, the researcher used correlation coefficient. Accordingly, involved in this research which consists of 30 students second semester taken randomly.

The researcher used two instruments in this study. The questionnaire was used by the researcher to know their score of speaking habit. The questionnaire was adapted from previous study which translated in Indonesian version. On the basis of the Likert scale form, the questionnaire used five alternatives. It is

typically specified in five choices in this scale and the researcher first calculates the score of each questionnaire statement to determine the score of students speaking habit.

The test used by the researcher. The oral speaking test conducted to find out the score of their speaking accuracy. The speaking test consists of (1) instruction (2) material to be retold (3) relevant picture series (4) narrative from of text. The test was scored by 2 raters. According to Derakhshan, Khalili & Beheshti (2016: 178) and Brown (2001 as cited in Ahangari & Barghi, 2012: 6) theory, the researcher used scoring rubric was adapted from Harris' Oral-English rating sheet to score the re-telling speaking test that was adapted from previous study.

Table of Scoring rubric by Harris

Aspects of speaking	Rating scales	Description
<b>Pronunciation</b>	5	Speech is fluent and effortless as that native speaker.
	4	Always intelligible though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and Occasionally lead to understanding.
	2	Very hard to understand because of pronunciation problem most Frequently be asked to repeat.
	1	Pronunciation problem so severe as to make speech unintelligible.
<b>Vocabulary</b>	5	Use of vocabulary and idiom virtually that is of native speaker.
	4	Sometimes use inappropriate terms and must rephrase ideas, because of inadequate vocabulary.
	3	Frequently use the wrong word, conversation somewhat limited because of inadequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
<b>Fluency</b>	5	Speech is fluent and effortless as that of native speaker
	4	Speed of speech seems rather strongly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant often forced into silence by language problems.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

The instruments administrated in online way during the COVID-19 pandemic. The questionnaire in the form of Google form and oral speaking test conducted via Whattsapp application.

## FINDINGS AND DISCUSSIONS

Using the SPSS 20 Statistical Software, the data was analyzed and categorized. Descriptive statistics used to measure the standard deviation, mean, minimum, maximum and range to determine the speaking habits of the second semester students.

Table of Descriptive Statistical Analysis

<b>Descriptive Statistics</b>						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
speaking habit	30	37.00	69.00	106.00	87.8000	8.65986
speaking accuracy	30	35.00	65.00	100.00	73.6667	6.81445
Valid N (listwise)	30					

Based on the results of descriptive statistical tests showed that speaking habit has 106.00 for the higher score, the low score 100.00, so the range 37.00. The mean score is 87.80 in total, standard deviation 8.66. This result indicated that second semester of English department students of UNISMA used English as their habit in “sometimes” frequency.

A normality test is used to determine whether sample data were taken from a normally distributed population (within certain tolerances).

Table of Normality testing

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Unstandardized Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	6.68022264
Most Extreme Differences	Absolute	.216
	Positive	.216

	Negative	-.087
Kolmogorov-Smirnov Z		1.186
Asymp. Sig. (2-tailed)		.120
a. Test distribution is Normal.		
b. Calculated from data.		

Normality test aims to determine the residual value. Based on the results of the normality test Kolmogrov-Smirnov, it is known that the significance value is  $0.120 > 0.05$ , it can be concluded that the residual value is normally distributed.

In statistics, hypothesis testing is an act whereby an analyst checks an inference about a population parameter. The analyst's approach depends on the quality of the data used, and the justification for the analysis (Majaski). Hypotheses are actually conjectural claims from a relationship between two or more variable that has clear consequences to evaluate the relationship that is mentioned. Hypotheses function as preliminary projections of expected outcomes based on established information or hunches articulated in a way that accepts or rejects the hypothesis of probability. The researcher used the Pearson Product Moment Formula

Table of Pearson product moment analysis

Correlations			
		speaking habit	speaking accuracy
speaking habit	Pearson Correlation	1	-.198
	Sig. (2-tailed)		.295
	N	30	30
speaking accuracy	Pearson Correlation	-.198	1
	Sig. (2-tailed)	.295	
	N	30	30

The result in the table above showed that the t –value of correlation between speaking habit and speaking accuracy of second semester of English department students of UNISMA is 0.295. All the result showed that t –value is higher than 0.05, it means that there is no significant correlation between speaking



habit and speaking accuracy of second semester of English department students of UNISMA.

The hypothesis of this study is there is a significant correlation between speaking habit (X) and speaking accuracy (Y). From the data in the table of Pearson product moment analysis that has presented showed the result of this study. The result of this study showed that  $t$ -value is 0.295. It means that the  $H_1$  is rejected and  $H_0$  is accepted. It says that there is no significant correlation between speaking habit and speaking accuracy of second semester student of UNISMA.

## **Discussion**

As we can see on the table of Pearson product moment analysis showed that the  $t$ -value of correlation between speaking habit and speaking accuracy is 0.295 that higher than 0.05. It means that there is no significant correlation between speaking habit and speaking accuracy. It indicates that there is no correlation between their speaking habit and speaking accuracy. That result is also supported by the use of English in second semester of English department student of UNISMA in sometimes frequency. It can be seen on table of descriptive statistic. In addition Wood (2017) agrees that habits are interpreted in memory as implicit context-response associations in modern theorization, and they direct responses in relation to objectives (p. 1). The absence of a correlation between speaking habit and speaking accuracy of the second semester of UNISMA can be caused by several factors. And also there are linguistic factors and affective factors. Linguistic factors are very important as a measure to be able to speak English accurately so that there are no misunderstandings in conveying information and the intended purposes. Bhattacharya (2017) say about several characteristics such as pronunciation, grammar and vocabulary include linguistic variables (p. 31). However affective factors also play an important role to support success in speaking English. Bhattacharya (2017) say that anxiety, shyness, self-esteem, confidence, fear of making mistakes, lack of interest and many more are the affective variables linked to speaking (p. 31).

Then, this research was conducted online, the time and results were less than optimal because the data retrieval was not directly monitored by the researcher.

#### **CONCLUSION AND SUGGESTIONS**

The aim of this study is to investigate the correlation between speaking habit and speaking accuracy in second semester of English department students of UNISMA, this study was quantitative research design with 30 students as the sample. The finding of this study shows that there is no significant correlation. It means that there is no correlation between speaking habit and speaking accuracy in second semester of English department students of UNISMA. It is proven from the data in the previous discussion. The data expressed that the t-value of correlation between speaking habit and speaking accuracy is 0.295. That result is due to the fact that second semester students rarely use English in their daily life. It can be concluded from all the discussions that it is possible to use English in everyday life and make it a habit that can determine the accuracy of speaking English. Wood (2017) agrees that habits are interpreted in memory as implicit context-response associations in modern theorization, and they direct responses in relation to objectives (p. 1).

The researcher hopes that from the findings of this study are intended to improve the practices of speaking skill. From the results in this study, students are expected to get support to understand the importance of speaking English in everyday life and make it a habit, so that students can motivate themselves to be more active in practicing speaking English. And it is also hoped that second semester students can improve their speaking skills in order to improve their achievements in the next semester.

The researcher has some suggestions for further researchers namely the selection of scoring rubric for speaking accuracy assessment. In this study, researchers only used a few points to assess accuracy in speaking: grammar, vocabulary, pronunciation, and fluency. It is hoped that the next researchers will

be more specific in assessing speaking accuracy. So that the data and results obtained will be more in line with speaking accuracy.

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